

**education**

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**SENIOR CERTIFICATE EXAMINATION - 2006**

**HISTORY PAPER 2 : GENERAL HISTORY**

**STANDARD GRADE**

**OCTOBER/NOVEMBER 2006**

**503-2/2E**

**HISTORY SG: Paper 2  
Question Paper & Addendum**



**503 2 2E**

**SG**

**MARKS: 150**

**TIME: 2½ hours**

**This question paper consists of 10 pages and an addendum of 16 pages.**





**INSTRUCTIONS AND INFORMATION**

Read the following instructions carefully before deciding on which questions to answer:

1. This question paper consists of SECTION A and SECTION B.
2. SECTION A consists of SIX essay questions.
3. SECTION B consists of THREE source-based questions. Source material to be used to answer these questions is in the ADDENDUM.
4. Do NOT answer TWO essay questions from the same theme.
5. You are allowed to answer ONE essay question and ONE source-based question from the same theme.
6. Answer THREE questions:
  - 6.1 At least ONE must be an essay question and at least ONE must be a source-based question.
  - 6.2 **YOU MUST ANSWER AT LEAST ONE QUESTION FROM THE COMPULSORY THEME: AFRICA IN THE TWENTIETH CENTURY (EITHER AN ESSAY OR A SOURCE-BASED QUESTION).**
7. Questions and subsections of questions must be numbered clearly and correctly.
8. Time allocated for the paper should be utilised wisely in the answering of questions, preferably about 40 minutes per question.
9. The mere rewriting of sources in the answering of questions will disadvantage candidates.
10. Write clearly and legibly.

**SECTION A: ESSAY QUESTIONS**

Answer at least ONE question and not more than TWO questions from this section.

**QUESTION 1: AFRICA IN THE TWENTIETH CENTURY**

Answer either QUESTION 1A or QUESTION 1B. Do NOT answer both questions.

**QUESTION 1A**

Explain how Harold Macmillan's famous words that 'the winds of change are blowing through Africa' gave momentum to the process of decolonisation in Africa.

**[50]****OR****QUESTION 1B**

Discuss the shortcomings and achievements of the Organisation of African Unity (OAU).

**[50]****QUESTION 2: THE RISE OF SOVIET RUSSIA**

Answer either QUESTION 2A or QUESTION 2B. Do NOT answer both questions.

**QUESTION 2A**

Outline the features of War Communism and explain why it became necessary for Lenin to introduce the New Economic Policy.

**[50]****OR****QUESTION 2B**

Describe Stalin's economic transformation of Russia from 1928 to 1939.

**[50]**

**QUESTION 3: THE RISE OF THE UNITED STATES OF AMERICA**

Answer either QUESTION 3A or QUESTION 3B. Do NOT answer both questions.

**QUESTION 3A**

Explain how the Great Depression affected the people of the United States of America and the Hoover government in the 1920s and 1930s.

**[50]**

**OR**

**QUESTION 3B**

Discuss how Relief, Recovery and Reform formed the basis of Roosevelt's New Deal Policy.

**[50]**



**SECTION B: SOURCE-BASED QUESTIONS**

Answer at least ONE question from this section. Source material to be used to answer these questions is in the ADDENDUM.

**QUESTION 4: AFRICA IN THE TWENTIETH CENTURY****4.1 WHAT WERE THE POLITICAL, ECONOMIC AND SOCIAL CHALLENGES FACED BY POST-INDEPENDENT AFRICA?**

Study Sources 4A, 4B and 4C to answer the following questions:

- 4.1.1 What evidence is there in Source 4A to show that some African states have moved towards democracy? (2 x 1) (2)
- 4.1.2 Why, according to Source 4A, do countries experience setbacks in their moves towards democracy? (1 x 2) (2)
- 4.1.3 Refer to Source 4B.
- (a) Which African country had the highest debt in 1988? (1 x 1) (1)
- (b) Using the statistical table in Source 4B explain the reasons for the gross national product and debt between Botswana and Nigeria. (2 x 2) (4)
- 4.1.4 Use Source 4B. Comment on the annual growth rate and its effects on Cote d'Ivoire and Uganda. (2 x 2) (4)
- 4.1.5 With reference to Source 4C, describe the attitude of the banks of the West to the Third World. (1 x 2) (2)
- 4.1.6 Use Source 4C and your own knowledge.
- (a) Explain why the countries of Africa are referred to as 'debt-ridden Third World countries'. (1 x 2) (2)
- (b) Explain the reference to 'Next teller please'. (1 x 2) (2)
- 4.1.7 In what way does Source 4B reinforce Source 4C? (1 x 3) (3)
- 4.1.8 Using Sources 4A, 4B and 4C, write a paragraph of about nine lines (about 90 words) on the effects of the political, economic and social challenges on post-independent Africa. (9)
- (31)**

**4.2 WHAT ARE THE DIFFERENT VIEWS ON DEMOCRACY?**

Study Sources 4D and 4E to answer the following questions:

- 4.2.1 What, according to Nyerere in Source 4D, was the greatest challenge that faced post-independent Africa? (1 x 1) (1)
- 4.2.2 Describe Nyerere's views on individual freedom expressed in Source 4D. (2 x 1) (2)
- 4.2.3 Refer to Source 4E.
- (a) Explain why Diallo thinks that his country was democratic. (2 x 1) (2)
- (b) What, according to Diallo, should be the first priority of the newly independent African states? (1 x 1) (1)
- 4.2.4 Compare Sources 4D and 4E. How do they differ on democracy? (2 x 2) (4)
- 4.2.5 What, according to Sources 4D and 4E, was the major challenge faced by post-independent African governments? (1 x 3) (3)
- 4.2.6 Using Source 4E, explain the criticism levelled against Diallo's views on democracy. (1 x 2) (2)
- 4.2.7 Explain the usefulness of Source 4E in the understanding of democracy. (2 x 2) (4)

**(19)**  
**[50]**

**QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR****5.1 WHY DID A LARGE NUMBER OF PEOPLE SUPPORT THE NAZI PARTY?**

Use Sources 5A, 5B, 5C and 5D to answer the following questions:

- 5.1.1 Refer to Source 5A. What reason does Maria give for supporting the Nazis? (1 x 2) (2)
- 5.1.2 Study Source 5A. How did the Nazis go about advertising themselves? (2 x 2) (4)
- 5.1.3 Using your own knowledge, explain what Maria in Source 5A could have been referring to when she said that 'there was much in it that was highly questionable'. (1 x 2) (2)
- 5.1.4 Refer to Source 5C. How was this source used to attract votes for the Nazi Party? (3 x 2) (6)
- 5.1.5 Explain why the election poster in Source 5C would probably have been more effective in gaining support for the Nazis in the 1932 elections in Germany. (2 x 2) (4)
- 5.1.6 What does the cartoonist in Source 5B suggest as the reason for people supporting the Nazis? (1 x 2) (2)
- 5.1.7 In what way does Source 5B reflect a common feature of totalitarianism? (1 x 2) (2)
- 5.1.8 Refer to Sources 5A and 5B. Comment on the view of Maria Habernichts that 'people who joined did so because they were for social justice'. (4)
- 5.1.9 Refer to Source 5D.
- (a) What were some of the problems that Germany experienced before Christabel left Germany in 1934? (4 x 1) (4)
- (b) How did Hitler gain the support of the unemployed and the army generals? (1 x 2) (2)
- (c) Explain 'There was a titbit for all in his political stew pot'. (1 x 2) (2)
- 5.1.10 What evidence is there in Source 5D that some of the promises in Source 5C have been met? (4)



- 5.1.11 Refer to Sources 5A and 5D. How do both Maria and Christabel indicate that not everything about the Nazis was accepted? Quote from the sources to illustrate your answer. (2 x 2) (4)
- 5.1.12 Using your own knowledge and all the sources, write a paragraph of about 8 lines (about 80 words) describing the reasons for the massive support given by the Germans to the Nazis in the 1930s. (8)
- [50]**

**QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS: THE COLD WAR**

**6.1 WHY WAS THE BERLIN AIRLIFT OF 1948-1949 OF SPECIAL SIGNIFICANCE?**

Study Sources 6A, 6B, 6C, 6D, 6E and 6F and answer the following questions:

6.1.1 Refer to Source 6A.

- (a) How did the Kremlin, in Truman's view, try to mislead the people of Europe? (1 x 2) (2)
- (b) What was the serious situation that was developing in Germany? (2 x 1) (2)
- (c) Explain whether Truman's assertion that 'we had to remain in Berlin' could be justified. (1 x 2) (2)

6.1.2 Use Source 6B.

- (a) What conclusions do you come to about the Berlin airlift from this photograph? (2 x 3) (6)
- (b) What does the number of flights tell you about the rescue operation? (2 x 2) (4)
- (c) What evidence is there in this source to suggest that the airlift was a joint operation? (1 x 2) (2)

6.1.3 With reference to Source 6C, list THREE achievements of the Western powers as a result of the Berlin airlift. (3 x 1) (3)

6.1.4 Using Source 6C and your own knowledge, explain how air-power helped to overcome the Berlin blockade. (2 x 2) (4)

6.1.5 How does Source 6B support what is being mentioned in Source 6C? (2 x 2) (4)

6.1.6 What message is the cartoonist wishing to convey in Source 6D? (2 x 2) (4)

6.1.7 In what way is Source 6D useful to an historian studying the Berlin airlift? (1 x 4) (4)

6.1.8 Compare Sources 6E and 6F. Account for the different views that each source gives of the Berlin blockade. (2 x 2) (4)

6.1.9 Using all the sources and your own knowledge, write a paragraph of about 9 lines (about 90 words) for your school magazine entitled 'Why the Berlin airlift was of special significance to the Western powers'.

(9)  
**[50]**

**TOTAL: 150**



**HISTORY PAPER 2 : GENERAL HISTORY**

**ADDENDUM**

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**QUESTION 4: AFRICA IN THE TWENTIETH CENTURY****4.1 WHAT WERE THE POLITICAL, ECONOMIC AND SOCIAL CHALLENGES FACED BY POST-INDEPENDENT AFRICA?****SOURCE 4A**

This extract by David Gordon, an historian, reflects views on the achievements and challenges in post-independent Africa.

Clearly a political transformation is taking place on the African continent. In a wide variety of states, power is being decentralised, political liberties are being expanded, and new individuals and groups are entering the political arena ... Yet despite these moves toward democracy, many of the social and economic situations that affected the politics of Africa over the past thirty years remain substantially intact.

Illiteracy and disease abound, unemployment and poverty continue unabated, and inequalities between classes are far worse than at independence. Furthermore, in most countries, divisive ethnic, regional and religious ...divisions are tearing African societies apart!

**SOURCE 4B**

This is a table showing the statistics of economic development and debt in African countries from the mid 1960s to 1988. The table is adapted from N. Chazan et al. *Politics and Society in contemporary Africa in 1992*.

	<b>Population (millions) mid 1960s – 1988</b>	<b>GNP per capita (dollars) 1988</b>	<b>Annual Growth Rate (%) 1965 – 88</b>	<b>Debt (millions of dollars 1988)</b>
<b>Algeria</b>	23.8	2 360	2.7	24 850
<b>Botswana</b>	1.2	1 010	8.6	499
<b>Cote d'Ivoire</b>	11.2	770	0.9	14 125
<b>Egypt</b>	50.2	660	3.6	49 970
<b>Madagascar</b>	10.9	190	-1.8	3 602
<b>Nigeria</b>	110.1	290	0.9	30 718
<b>Somalia</b>	5.9	170	0.5	2 035
<b>Uganda</b>	16.2	280	-3.1	1 925

**SOURCE 4C**

This is a cartoon depicting how some international banks of the West make profit from the debt-ridden Third World countries.



**4.2 WHAT ARE THE DIFFERENT VIEWS ON DEMOCRACY?****SOURCE 4D**

This extract is a viewpoint of J. Nyerere, taken from *Africa Needs Time*, *New York Times*, published on 27 March 1960. He reflects his views on democracy.

Within ten years, Africa will have won its fight against foreign domination. Then the continent will be free to concentrate on its battle for the consolidation of its freedom, the achievements of economic, political and moral equality before the world.

The slogan 'Africa must be Free' must not be confined to the idea of freedom from foreign rule. It must, if it means anything at all, mean freedom for the individual man and woman - freedom from every form of oppression, indignity, intimidation or exploitation. It must include the right of the individual citizen to re-elect or to replace the Government of his own country. It must also, of course, include freedom of the Government to govern, without fear of any attempt to replace it by means other than that of the ballot box.

It is important to emphasize the difference between democracy itself and the various forms it can take. To my mind, there are two essentials for democracy. The first of these is the freedom and well being of the individual; the second is that the method by which the Government of a country is chosen must ensure that the Government is freely chosen.



**SOURCE 4E**

This is an extract taken from Thomas F. Brady, *Africa Favors One-Party Rule*, *New York Times*, 18 March 1959. He reflects different views on democracy.

Ibadan, Nigeria, 17 March - Abdoulaye Diallo, Guinea's Minister to Ghana, said at a conference of African intellectuals and political leaders that his country's method was democratic because the ruling party had its roots in the people and reflected their will through constant consultation. But, the Minister continued, there is no opposition for opposition's sake and no struggle by individuals to take over power from other individuals in Guinea. Such struggles are a waste of time and energy and therefore inefficient in new countries, he said, where social programs are the first consideration.

Mr Diallo's proclamation of a one-party philosophy which appears to be that of Prime Minister Kwame Nkrumah of Ghana as well as Premier Sekou Toure of Guinea followed a discourse on the role of opposition in new countries by S. N. Eisenstadt, Professor of Sociology at Hebrew University, Jerusalem.

David Apter, a Professor of Political Science at the University of Chicago, replied to Mr Diallo, stressing the value of an opposition as the representative of minority interests, as a critic of government and as a source of information for the people.

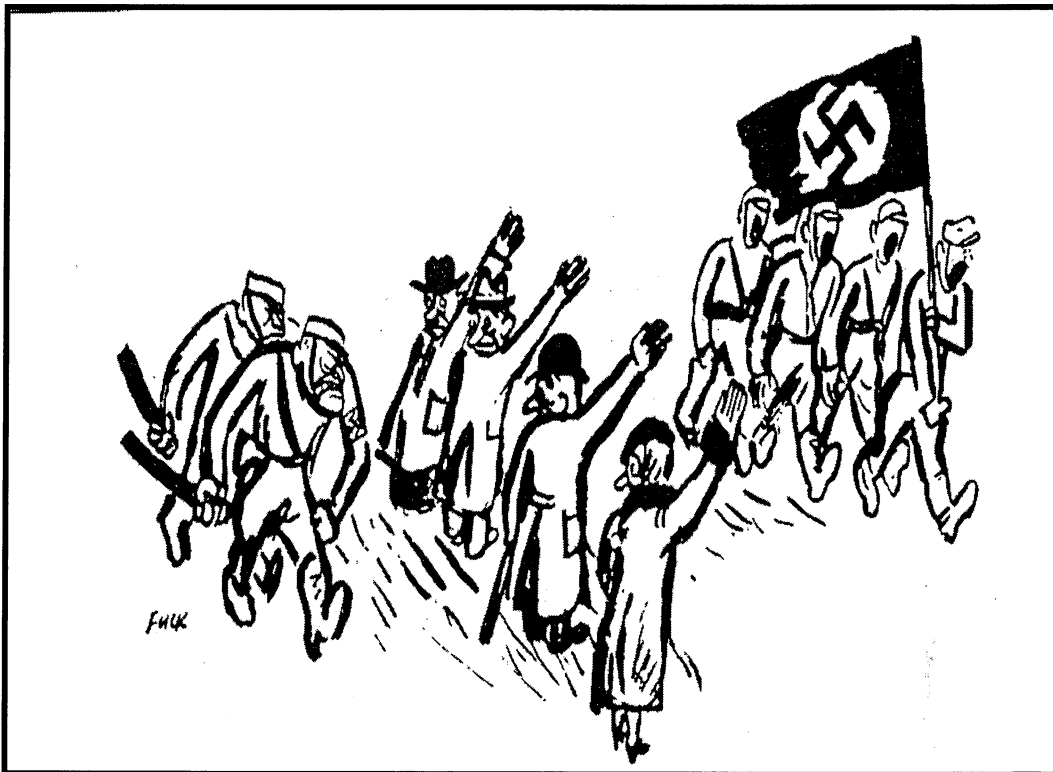
**QUESTION 5: CIRCUMSTANCES WHICH LED TO THE SECOND WORLD WAR****5.1 WHY DID A LARGE NUMBER OF PEOPLE SUPPORT THE NAZI PARTY?****SOURCE 5A**

Maria Habernichts was a thirty-seven-year-old housewife in Germany in 1932. In the early 1960s she explained to an historian in an interview in the United States why she supported the Nazis back then.

The ranks of the NSDAP (*National Socialist Democratic Workers Party*) were filled with young people. Those serious people who joined did so because they were for social justice, or opposed to unemployment. There was a feeling of restless energy about the Nazis. You constantly saw the swastika painted on the sidewalks or found them littered by pamphlets put out by the Nazis. I was drawn by the feeling of strength about the party, even though there was much in it that was highly questionable.

**SOURCE 5B**

In this cartoon titled 'Popular Enthusiasm' the cartoonist Fulk comments on the reasons why people supported the Nazis in the 1930s. The 'supporters' are the four people in the middle of the cartoon. The two on the left have the swastika symbol on the sleeves of their shirts.



**SOURCE 5C**

This is a Nazi election poster from 1928. It formed part of what was to become a very efficient propaganda machine, especially at election time.

The text reads: 'Work, Freedom and Bread! Vote for the National Socialists!'



**SOURCE 5D**

Christabel Bielenberg was an Englishwoman who married a German, Peter Bielenberg, in 1934. They lived in Germany until 1945. They were both opposed to the Nazis and Peter was even arrested by the Nazis in 1944, although he was released shortly before the end of the war. This source is taken from Christabel's book *The Past is Myself* (1968) on her experiences in Germany during these years.

The change of scene when I returned in 1935 [after a year in England] came not only from the fact that the cheerful hikers were now dressed in a uniform of a particular nasty colour, that the boys' hair was clipped much shorter and the girls had grown rather massive plaits, nor from the small moustaches 'au Fuhrer' on the upper lips of so many, nor the...hideous Nazi flag which fluttered and flapped from every public building. It seemed to me that the change lay deeper. Street fighting, unemployment, fear of civil war, fear of another inflation had been burning problems when I left; when I returned they no longer seemed to exist. Instead, a certain air of modest prosperity pervaded the streets. Manners in public (never a strong point in Germany) had improved beyond recognition. I did not find that everyone I met was enthusiastic about every aspect of the regime, they were not; but most were ready to admit that there was a lot to be said for the New Order; and deemed it an improvement on what had gone before...

Hitler understood his Germans well. There was a titbit for all in his political stew pot. Work for the unemployed, an army for the generals, a phoney religion for the gullible, a loud, insistent and not unheeded voice in international affairs for those who still smarted under the indignity of a lost war: there were also detention camps and carefully broadcast hints of what might be in store for anyone who had temerity enough to enquire into his methods too closely, let alone openly disapprove of them.

**QUESTION 6: INTERNATIONAL RELATIONS AND EVENTS: THE COLD WAR****6.1 WHY WAS THE BERLIN AIRLIFT OF 1948-1949 OF SPECIAL SIGNIFICANCE?****SOURCE 6A**

This is an extract from the memoirs of President Truman of the United States of America, 1956.

What was at stake in Berlin was not a contest over legal rights...but a struggle over Germany...the Kremlin tried to mislead the people of Europe into believing that...we would back away from any military risks. I brought up the situation at the Cabinet meeting of June 25 1948. Secretary of the Army Kenneth Royall maintained in constant touch with General Clay in Germany and reported that a serious situation was developing...Clay was forced to make emergency arrangements to have essential supplies flown into the city, since Berlin, by now, was effectively blockaded by the Russians both by land and by water... I directed that this improvised 'airlift' be put on a full-scale organised basis.

...The abandonment of Berlin would have a disastrous effect on our plans for West Germany (and) slow down European recovery...we had to remain in Berlin.

**SOURCE 6B**

This is a photograph of a placard celebrating the first anniversary of the Berlin airlift.



**SOURCE 6C**

This is an extract from a speech made by Arthur Henderson, British Secretary for Air, 11 May 1949, highlighting the achievements of the Berlin airlift.

In the 318 days since the airlift began on 28 June 1948, British and US aircraft have made 195,530 flights to Berlin, carrying 1,583,686 short tons of food, coal and other stores, of which British aircraft have made 63,612 flights carrying 369,347 tons, and American aircraft 131,918 flights carrying 1,214,339 tons. The British total was made up of approximately 185,000 tons of food, 97,000 tons of coal, 50,000 tons of fuel, 21,000 tons of miscellaneous cargoes, and 15,000 tons of supplies for the British services in Berlin. In the reverse direction, British aircraft carried out of Berlin about 30,000 tons of freight and over 65,000 passengers.

Although the British contributed to the airlift, in the way of flights and tonnage, which was about one-quarter of the total, the RAF was responsible for the bulk of the ground organization (6 of the 8 dispatching airfields being in the British zone), and over 500,000 tons was flown into Gatow airfield (in the British sector of Berlin) alone.

Gatow, which at present handles nearly 1,000 aircraft movements in 24 hours, can claim to be the busiest airfield in the world in that it averaged 540 movements a day over the whole period of the air lift.



**SOURCE 6D**

This cartoon was published in July 1948 in the London magazine, *Punch*. It shows Stalin in a chimney above Berlin. The storks are carrying supplies to West Berlin.



**SOURCE 6E**

This is a Soviet view of the Berlin blockade, indicating how the USSR (represented by the two hands) had complete control over the people of West Berlin.



**SOURCE 6F**

This is a Western view of the Berlin blockade, indicating how the Western powers had access to West Berlin. The huge figure represents the Western powers and the soldiers represent the USSR.



**ACKNOWLEDGEMENTS**

Extracts and visual sources used in this addendum were taken from the following publications:

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